

# Turves Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	103369
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	376886
<b>Inspection dates</b>	7–8 November 2011
<b>Reporting inspector</b>	Alan Dobbins

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	411
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Daman Singh
<b>Headteacher</b>	Matthew Clarke
<b>Date of previous school inspection</b>	5 November 2008
<b>School address</b>	Turves Green Northfield Birmingham B31 4BP
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## Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 14 lessons and all 14 of the school's class teachers. They held meetings with the Vice Chair of the Governing Body, staff and groups of pupils, 14 parents and carers and the local authority adviser to the school. Inspectors looked at documents and the data the school has on pupils' progress, monitoring and self-evaluation records, and policies and procedures for safeguarding. They scrutinised 154 questionnaires from parents and carers as well as those submitted by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well teachers use assessment information to ensure lessons are well matched to pupils' needs and abilities.
- How well teachers meet the learning needs of pupils with special educational needs and/or disabilities.
- The effectiveness of the subject leaders of English and mathematics in supporting teachers in their work.
- The effectiveness of senior leaders and the governing body in raising standards and improving progress in learning.

## Information about the school

Turves Green is larger than the average-sized primary school. Most pupils are of White British heritage. The proportion known to be eligible for free school meals is greater than the national average, as is the proportion of pupils with special educational needs and/or disabilities. The school has been a designated base for specialist provision for pupils with physical disabilities for some time. In recent years a small but increasing number of pupils with complex special educational needs and/or disabilities have joined the school. In 2010 the local authority designated the school as a Fully Accessible Mainstream Primary School. It is one of two of the local authority's primary schools to hold the Gold Inclusion Award. The school also holds the Leading Parent Partnership Award and Healthy Schools status and Active Mark Gold award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Turves Green is a satisfactory school. Its strength is that it is a caring and friendly place in which pupils develop well as young people. The overwhelming majority of parents and carers are very supportive of all aspects of the school. One wrote, 'We are thankful that our children go to such a wonderful school;' and another, 'I would always recommend this school to any parent.'

Children join the Reception class with skills and experiences below those expected for their age in most of the areas of early learning. They make good progress in the Reception Year. When they enter Year 1 they are closer to the national averages in each of the areas of learning. In Years 1 and 2, pupils make good progress in English and mathematics. By the end of the key stage they have fully caught up with the national averages. In Years 3 to 6 they make satisfactory progress because teaching is mostly satisfactory. Most pupils leave school at about the levels expected of them nationally in English and mathematics. School data for pupils currently in Years 5 and 6 predict that when they leave, a greater number will exceed national averages in English and mathematics than was the case for last year's leavers. Those with physical disabilities benefit from the skills, knowledge and experience staff have gained over the years in dealing with their needs. They do well in their learning. Those with complex special educational needs and/or disabilities do less well against their targets for learning.

The school is a well-ordered and purposeful place in which every pupil is known and valued as an individual. In lessons, pupils' behaviour is good; they work hard and follow rules and expectations for learning. They say they feel safe at school. They like being there very much because it is a place where: 'we have fun and are happy' and because 'we are with our friends'. They gain a clear idea of what is right and wrong. Many make difficult choices well, including those to do with staying safe and keeping healthy. Almost all pupils attend regularly.

Senior leaders and the governing body have detailed self-evaluation procedures and know their school well. They are clear about the need to raise attainment and increase the rate of progress of all pupils and they know that more needs to be done to achieve this. Teachers set pupils' individual targets for learning but they are not ambitious or precise enough to effectively challenge them as learners over the duration of a key stage or longer. Assessment information on each pupil is not sufficiently detailed. At this time teachers do not gain enough precise information about what their pupils know and can do, so that they can routinely plan lessons to

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promote rapid progress for all pupils. Subject leaders are not effective enough in supporting teaching in their subjects and in checking how well pupils are achieving against their targets so that those who are not doing well enough can be quickly given extra provision. Procedures followed by senior leaders for monitoring and improving teaching and learning are not fully effective. The governing body offers good support to the school but does not fully meet its remit to challenge senior leaders and subject leaders in their drive to increase standards and progress. The school's capacity for sustaining improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **What does the school need to do to improve further?**

- Raise attainment and improve progress by:
  - forming relevant and challenging short and long term targets for learning for every pupil, especially in English and mathematics
  - ensuring assessment information on pupils attainment is more precise and is used more effectively by teachers in planning lessons that consistently challenge all pupils
  - ensuring subject leaders provide greater support for planning and teaching in their subjects and for regularly judging the progress of every pupil toward their targets
  - raising the quality of teaching through a more rigorous programme of monitoring, evaluating and support.
  
- Ensuring that the governing body, working with senior leaders, develops and consistently operates comprehensive procedures for evaluating the attainment and progress of pupils against their targets for learning and against relevant local and national data.

### **Outcomes for individuals and groups of pupils**

**3**

Pupils make good progress when teachers' lesson planning is based on a secure knowledge of what they know and understand. This applies to boys and girls, those with physical disabilities and those who are the most capable. This good practice was seen in a mathematics lesson in Year 1. Activities were carefully matched to pupils' abilities. The learning objective was made very clear; pupils were to learn new 'mathematical vocabulary' to compare length and apply these words to their activities. All pupils in each of the groups worked hard because the tasks were just right for them. Consequently, they made good progress; they understood and correctly used their 'new' words. A pupil, when asked if he had enjoyed his learning in the lesson, quickly said that he had very much because learning the 'new' words was fun. In lessons when planning is not based on a secure knowledge of what pupils know and can do some tasks do not provide the right amount of challenge and

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this limits progress.

The school is a close knit, cohesive community. Pupils’ social and moral development is good and easily observed in the respect they show for each other and through their positive thoughts and opinions of others. They gain from the many opportunities to take part in the day-to-day running of the school. For example, Year 6 pupils support those in Years 1 and 2 by helping the assistants at lunch times. Members of the school council have gathered the views of other pupils on many matters, including healthy living. Recently they contributed to the design of the new toilet and outside play areas. They regularly choose the local, national and international charities that pupils will support. Those with physical disabilities are heard through their ‘thinking group’ and a member is co-opted onto the school council. The pupils with complex special educational needs and/or disabilities make equally good gains in their personal and social development. However, the school’s limited support in dealing with the learning needs of these pupils is reflected in their relatively slow progress.

Daily, fruit is available to Reception children and those pupils in Key Stage 1, through the school fruit scheme, and also milk is given to all pupils as celebrated in their Healthy Schools and Active Mark awards. A high proportion of pupils take school meals. There are many opportunities to be physically active within the curriculum, and through the extra curricular programme that uses local sports facilities and specialist teachers and coaches. Links with the local community have a positive impact on pupils’ spiritual development, particularly their appreciation of virtues such as trust, belief and friendship. The local vicar is a regular visitor. The weekly circle time activities are used well in developing an understanding of self and a tolerance for the beliefs and traditions of others. Parents and carers, many of whom attended the school themselves, are especially pleased that the values and expectations of the school help their children develop into ‘well balanced and pleasant young people.’

Attendance is broadly average and prompt checks are made on pupils’ absences. Only a very small, and reducing, number of pupils do not attend frequently. Pupils acquire the basic skills of literacy, numeracy and information and communication technology that will help them in the future satisfactorily.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers and their assistants have good skills and competencies, and over the period of the inspection good lessons were observed. However, their skills and competencies are not always used to best effect. The higher number of pupils with special educational needs and/or disabilities means that the range of learning needs and the capabilities of pupils in classes is broader than is typical. The effectiveness of teachers' planning for personalised learning is restricted because targets are not set for learning over the key stage or longer as a guide line for expected progress. Assessment information on what pupils know and can do is limited. Consequently, good progress is made only in a few lessons.

The curriculum provides an adequate match for pupils' interests and learning needs, and helps prepare them satisfactorily for their future learning. There is good provision to support the personal and social development of pupils. Teachers' improved planning for applying literacy and numeracy skills in other subjects is helping to reinforce learning. Pupils like the way that the new themes link different subjects together because they say it helps them understand why 'they are learning different things'. They value the additional opportunities they have available at lunch time and after school, such as street dance and sports clubs.

There is good provision for care, guidance and support for the personal and social development of all pupils. The particular needs of those with physical disabilities are met well, especially their physiotherapy requirements. They have full access to the curriculum and make good progress. Those with complex special educational needs and/or disabilities are fully included in all the school offers. They make good gains in their personal and social development. Provision to support their learning is not as successful. The lack of precise targets for learning for all the pupils limits the effect of the school's intervention strategies in speeding up progress. This is because too much time elapses before pupils are recognised as having difficulties in maintaining appropriate progress.

The main receiving secondary schools are well known to staff and pupils. Transition arrangements are managed well and pupils benefit from a smooth passage into secondary education.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The headteacher has made a significant contribution to the caring ethos of the school. Parents and carers are very appreciative of this and like the way in which their children are helped to become well balanced young people. However, since the last inspection, efforts to raise attainment and improve progress of different groups, especially in English and mathematics have not been wholly successful. The effectiveness with which the school promotes equality and tackles discrimination is no better than satisfactory as a result. The governing body, and the senior leaders, recognise that improved planning for individual learning is the key to raising standards and improving progress. At this time pupils' targets for learning are not sufficiently challenging and their progress toward their targets is not checked regularly enough. The governing body provides good support to the school but too little challenge to senior leaders in accounting for their efforts to raise standards and improve progress.

Links with outside agencies provide good help and advice to staff, pupils and their parents and carers. This is especially so for pupils with physical disabilities. The quality of the work of the physiotherapist and the school's physiotherapy assistant makes a significant contribution to securing their learning. The headteacher is committed to involving parents and carers in the work and life of the school. They are enthusiastic and supportive, for example: the last 'bake and cake' sale realised £800.00, much of which was donated to Children in Need. The recently advertised numeracy workshop to guide parents and carers in supporting learning at home already has more than 40 signatures. They receive detailed information on the work of the school. The family support coordinator is well known to many parents and carers. She is much respected for her good work and the way in which she helps deal with issues to do with supporting learning at home, and also for the support she provides to families with challenging circumstances.

Safeguarding procedures are thorough. Staff training is up to date. Parents and carers are confident that their children are safe, secure and very well cared for at school. All those linked with the school recognise the paramount importance of ensuring pupils' safety and well-being. Considered attention has been given to community cohesion. The school has a high visibility in the local community. Local people, such as the vicar and the nearby locations, including shops, the post office, library and the Austin Village make important contributions to extending pupils'

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learning. Links with other schools, especially the girls and boys secondary schools to which most pupils will move, are well established. Links with a school in the region and one in Norfolk have been made to increase pupils' awareness of the life styles and cultures of those from different traditions. Pupils gain a feeling for national and international matters mainly through their support for charities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children in the Reception Year make a good start to their schooling. When they leave the Reception Year they are ready for their work in Year 1. In a warm and caring environment, the children settle quickly as they develop strong and trusting relationships with their adults. Good leadership and management ensure that the base is a calm and well-ordered place. Adults know the children well. Teaching is good and assessment procedures are thorough. They make good use of this information to routinely plan activities that are just right for the children. This makes a significant contribution to the good progress they make. The balance of teacher-led and child-initiated experiences is good, although the small size of the outdoor area acts to restrict what can be attempted. Transition to Year 1 is managed well. Parents and carers very much appreciate the regular flow of information on their children, and on how they can help them in their learning at home.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2

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The effectiveness of leadership and management of the Early Years Foundation Stage	2
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## Views of parents and carers

Almost all parents and carers who returned the questionnaire or who talked to inspectors are committed supporters of the school. Their very positive responses to all of the questions show their overall satisfaction with all the aspects of the school. Twelve parents and carers indicated that they felt the school did not deal well with unacceptable behaviour. Inspectors can report that in no lesson observed did the behaviour of any pupil or group of pupils slow up learning in any way. Throughout the school day pupils behave well. They are polite and friendly and show respect toward their friends and other pupils. One parent and carer reflected the feelings of most when writing, 'I am so pleased my children attend Turves Green.'

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Turves Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 156 completed questionnaires by the end of the on-site inspection. In total, there are 411 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	111	71	40	26	3	2	0	0
The school keeps my child safe	117	75	37	24	1	1	0	0
The school informs me about my child’s progress	93	60	52	33	9	6	0	0
My child is making enough progress at this school	93	60	54	35	6	4	2	1
The teaching is good at this school	89	57	62	40	4	3	0	0
The school helps me to support my child’s learning	88	56	60	38	8	5	0	0
The school helps my child to have a healthy lifestyle	83	53	64	41	8	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	82	53	64	41	3	2	0	0
The school meets my child’s particular needs	84	54	63	40	7	4	0	0
The school deals effectively with unacceptable behaviour	72	46	66	42	11	7	1	1
The school takes account of my suggestions and concerns	78	50	64	41	9	6	0	0
The school is led and managed effectively	93	60	55	35	2	1	2	1
Overall, I am happy with my child’s experience at this school	106	68	45	29	4	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**

9 November 2011

Dear Pupils



### **Inspection of Turves Green Primary School, Birmingham B31 4BP**

Thank you for making us so welcome when we visited your school. We found it to be a satisfactory school with some good features. These are some of the things we especially liked.

- Your good behaviour in lessons and throughout the school, which helps you in your learning and in the good way you are growing up.
- The good way that the adults look after and take good care of you at school.
- You say you are safe and secure at school and enjoy being there.
- Those of you who have difficulties in moving well gain the extra support you need so that you do well in your learning.

These are the most important things for the school to do in order to become better.

- Your teachers should set target levels for how well you should be doing when you leave the school at the end of Year 6, even though you may be in the younger age classes.
- Your teachers need to have better information on what you know and can do so that they can plan lessons that are just right for you; neither too hard nor too easy.
- The leaders of English and mathematics, especially, should be more responsible for the progress you are making in these subjects against your targets and quickly provide you with extra help should you not make enough progress.
- The headteacher and senior leaders should make all these things happen by regularly checking how quickly you are learning in your lessons.
- Finally, we want the governing body to look carefully at how well the school is doing in helping you learn by looking more closely at the progress you make.

Of course, you can all help by continuing to behave as well as you did over the time of the inspection, and working as hard as you did in the lessons.

Yours sincerely

Alan Dobbins  
Lead inspector

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